



UNIVERSITY OF MAINE AT FARMINGTON  
COLLEGE OF EDUCATION, HEALTH AND REHABILITATION

LESSON PLAN FORMAT

**Teacher's Name:** Michael Diffin **Lesson #:** 4 **Facet:** Interpretation

**Grade Level:** 9-Diploma **Numbers of Days:** 3

**Topic:** WWII

**PART I:**

**Objectives**

Students will understand that WWII altered how the world looks at itself and each other  
Students will know major events and places such as Pearl harbor, Normandy, Iwo Jima, Bastogne, Sicily, Hiroshima, Nagasaki, Chinese persecution, sino-Japanese wars, Soviet Union, Poland, Austria, England, Israel, Afrika korps, Alamogordo, Ardennes, Aushwitz, Battle of Britain, Battle of the Bulge, Berlin, Concentration Camps, Dwight Eisenhower, Gestapo, Guadalcanal, Hitler youth, Holocaust, Leningrad, Manhattan project, Mariana islands, Battle of Midway, Okinawa, Sudetenland, Warsaw Ghetto, Yalta Conference, Atomic Bomb, Japanese internment.

Students will be able to document the world views of specific countries after World War II as a result of the many factors and events in the war.

**Product:** Google Docs

**Maine Learning Results (MLR) or Common Core State Standards (CCSS) Alignment**

Maine Learning Results

Content Area: Social Studies

Standard: E. History

Standard: E1 historical knowledge, concepts, themes, and patterns

Grade Level Span: Grade 9-diploma WWII and Post-war United States 1939-1961

Students understand major eras, major enduring themes, and historic influences in the United States and world history including the roots of democratic philosophy, ideals and institutions in the world.

Performance Indicators: B,C,D

**Rationale:** The students will meet this standard because the lesson revolves around major enduring themes of the war. The students will be researching the major battles in the eastern and western campaigns and outlining how the war was changed as a result of them.

**Assessments**

### **Formative (Assessment for Learning)**

#### **Section I – checking for understanding during instruction**

The checking for understanding will be a corollary for the end of lesson task where they will use a country and write about their views, they will then work with a partner who will read it and then give them a piece of advice about it.

#### **Section II – timely feedback for products (self, peer, teacher)**

The students will have a rubric that they will need to complete during the development of the doc in order to display that they have gained all of the information necessary to do the Google doc as well as work towards the final project at the end of the unit. The rubric may also be a good addition to the students portfolio. The feedback to the student from the assignment will be a teacher done rubric that they will receive after the project.

### **Summative (Assessment of Learning):**

Google docs: Use Google docs to write a short position based papers where the students would read the other students work over the Google docs and attempt to argue the points of the students. The students will be writing a paper on the position of a country in regards to there stance with another country during world war two. They can either write about two countries that are allied together and how they related, they can write about two opposing countries and why they were opposed, or they can write about two countries that were not connected and write about how they would have compared if they had been involved with each other. 80 points

### **Integration**

**Technology:** I will be integrating technology through the use of Google docs. This will not only provide them with a new important tool but it will also provide them with the ability to share their work online with others in a fashion that will allow other people to work on it as well as make comments.

### **Content Areas:**

This lesson includes English in the graphic organizer, cooperative learning, and the Google doc final product. All of these, especially the Google doc are English intensive. These parts to the lesson will encompass writing skills to facilitate learning and the communication of ideas. They will be using basic grammar and mechanical knowledge to forward their ideas.

### **Groupings**

#### **Section I - Graphic Organizer & Cooperative Learning used during instruction**

The graphic organizer chosen for this lesson would be a t-chart consisting of one side having the major events and the other side having the implications of those events in it. The cooperative learning model that was selected for this lesson is partners as it will allow the students to teach and learn from each other.

#### **Section II – Groups and Roles for Product**

The roles of group members in the partners exercise is to edit and comment on possible things that the other student may have missed on their position paper.

## **Differentiated Instruction**

### **MI Strategies**

**Verbal:** The give one get one is a writing activity so this will appeal to linguistic students.

**Logic:** Using the computers to access Google docs should apply to the logically minded people.

**Visual:** The maps provide a visual presence to apply to these students.

**Musical:** Music changes greatly from war to war as they relate to the people, looking at the changes in music from war to war would show a great effect on the masses of people.

**Intrapersonal:** The first part of the lesson they will write about a country.

**Interpersonal:** After writing about a country the students will work in teams to give advice about their writing. This lesson also works with the cooperative learning partners.

**Naturalist:** Maps are a large portion of this lesson and they should appeal to these students.

### **Modifications/Accommodations**

*From IEP's ( Individual Education Plan), 504's, ELLIDEP (English Language Learning Instructional Delivery Education Plan) I will review student's IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.*

### **Plan for accommodating absent students:**

To accommodate for absent students all class notes and assignments will be posted on the class wiki they will also be expected to contact me through email or get the assignments from their work group. There will also be several short videos posted to the blog about the subjects covered in class the day they missed.

### **Extensions**

#### **Type II technology:**

I will be integrating technology through the use of Google docs. This will not only provide them with a new important tool but it will also provide them with the ability to share their work online with others in a fashion that will allow other people to work on it as well as make comments.

#### **Gifted Students:**

In this lesson gifted students will have the option of either completing additional work or working with students that need help. The additional work will include finding a battle that was important to the war that was not discussed in class and write a paragraph about it.

### **Materials, Resources and Technology**

*Laptops, projector, markers, graphic organizer, rubric, battle names*

### **Source for Lesson Plan and Research**

[http://en.metapedia.org/wiki/World\\_War\\_II](http://en.metapedia.org/wiki/World_War_II)

Explanation of terms from WWII

<http://www.nationalww2museum.org/history/glossary.html>  
Glossary of all terms for WWII

<http://www.eduplace.com/graphicorganizer/>  
Graphic organizers

<https://drive.google.com/>  
Google drive for position papers.

Atomic Bomb  
[http://en.wikipedia.org/wiki/Atomic\\_bombings\\_of\\_Hiroshima\\_and\\_Nagasaki](http://en.wikipedia.org/wiki/Atomic_bombings_of_Hiroshima_and_Nagasaki)

Japanese internment  
[http://en.wikipedia.org/wiki/Japanese\\_American\\_internment](http://en.wikipedia.org/wiki/Japanese_American_internment)

Hiroshima  
<http://en.wikipedia.org/wiki/Hiroshima>

Nagasaki  
<http://en.wikipedia.org/wiki/Nagasaki>

Rape of Nanking  
[http://en.wikipedia.org/wiki/Nanking\\_Massacre](http://en.wikipedia.org/wiki/Nanking_Massacre)

second Sino-Japanese wars  
[http://en.wikipedia.org/wiki/Second\\_Sino-Japanese\\_War](http://en.wikipedia.org/wiki/Second_Sino-Japanese_War)

Israel  
<http://en.wikipedia.org/wiki/Israel>

## **PART II:**

**Teaching and Learning Sequence** (Describe the teaching and learning process using all of the information from part I of the lesson plan) *Take all the components and synthesize into a script of what you are doing as the teacher and what the learners are doing throughout the lesson. Need to use all the WHERETO's. (3-5 pages)*

Day one: 80 minutes

- Hook: show the maps of the countries war movements from the books All American All the Way and War in the Pacific, discuss why the countries moved the way they did through Europe, Africa, and Asia. (15 minutes)
- Maps Activity: students will draw from a tub with the names of different battles and search online to find a battle map of that battle, they will then send the image and link to the teacher. (20 Minutes)
- Instructional period telling students about the Google doc position paper/hand out graphic organizer 1 (t-chart) first side will be filled in by me for students to fill in second side (15

minutes)

- Music activity: Music changes greatly from war to war as they relate to the people, looking at the changes in music from war to war would show a great effect on the masses of people. (30 minutes)

Day two: 80 minutes

- Look at maps from last class (30 minutes)
- Instructional period telling students about the terms to be researched (10 minutes)
- Hand out and explain Graphic organizer of all terms listed in content notes (10 minutes)
- Student work time (30 minutes)

Day three: 80 minutes

- Explain partners activity, where students will be reading other students position papers and critiquing them in hopes to help them improve the papers which will be due the following class. (10 minutes)
- Partners (70 minutes)
- Check pop-its before you leave.

Students will understand that WWII altered how the world looks at itself and each other. This has real life implications as it will teach the students about why war related events have continuous long standing effects on the views of the masses. Students understand major eras, major enduring themes, and historic influences in the United States and world history including the roots of democratic philosophy, ideals and institutions in the world. The hook for this lesson will consist of showing maps that connect the countries through advancements before and after the war. Where, Why, What, Hook, Tailors: Naturalist, Visual Students will know major events and places such as Pearl harbor, Normandy, Iwo Jima, Bastogne, Sicily, Hiroshima, Nagasaki, Chinese persecution, sino-Japanese wars, Soviet Union, Poland, Austria, England, Israel, Afrika korps, Alamogordo, Ardennes, Aushwitz, Battle of Britain, Battle of the Bulge, Berlin, Concentration Camps, Dwight Eisenhower, Gestapo, Guadalcanal, Hitler youth, Holocaust, Leningrad, Manhattan project, Mariana islands, Battle of Midway, Okinawa, Sudetenland, Warsaw Ghetto, Yalta Conference, Atomic Bomb, Japanese internment. The graphic organizer chosen for this lesson would be a t-chart consisting of one side having the major events and the other side having the implications of those events in it. The cooperative learning model that was selected for this lesson is partners as it will allow the students to teach and learn from each other. The checking for understanding will be a corollary for the end of lesson task where they will use a country and write about their views, they will then work with a partner who will read it and then give them a piece of advice about it. **Equip, Explore, Rethink, Tailors: Verbal,**

The graphic organizer chosen for this lesson would be a t-chart consisting of one side having the major events and the other side having the implications of those events in it. The cooperative learning model that was selected for this lesson is partners as it will allow the students to teach and learn from each other. The students will create a Google doc in which they will write a short position paper about their stance on either the use of the atomic bomb or the Japanese internment the students will then choose the paper of another student in the class and evaluate

whether the world views of the two correspond or not on another Google doc. There will have to be a rubric for this lesson as there are no specific things that can be checked off for multiple countries, in example the point of view of Poland was much different than Germany after the war, with a rubric they can be assessed as to the quality of the work. Feedback by teacher on Product will come back in the form of a rubric as well. **Explore, Experience, Rethink, Revise, Refine, Tailors: Logical, Intrapersonal, Interpersonal**

The Students will self assess through a rubric. The students will receive timely feedback in the form of comments and the same rubric that I will fill out and return to them. This relates to the previous lessons because the students will be taking the information that they have learned in the last two lessons and using it to forward their understanding of community. **Evaluate, Tailors: Verbal**

### **Content Notes**

Students will know.....

*Develop detailed content notes so a substitute or a colleague can teach your lesson. (2-3 pages)*

The first instructional period is to get them off on the right foot for their position papers which will be due three classes from the date assigned. For the position papers they will be given two options: Was it a good idea to use the Atomic bomb? and, Was it right to put the Americans with Japanese ancestry residing on the east coast and in Hawaii in internment camps?

Remind the students that these papers will be shared with the other students and that they must follow standard five paragraph format with a thesis. There must be evidence from credible sources.

This lesson is primarily self directed. The students will be gathering the information for the following terms off of the provided websites. They may need to go outside of the websites to find a few of the key words.

[http://en.metapedia.org/wiki/World\\_War\\_II](http://en.metapedia.org/wiki/World_War_II)

<http://www.nationalww2museum.org/history/glossary.html>

List of terms for to research

The first half I found all notes from <http://www.nationalww2museum.org/history/glossary.html>

Pearl harbor

U.S. port city located on Oahu, Hawaii, and location of the Japanese attack of December 7, 1941, which brought the U.S. into WWII. The U.S. Pacific fleet had been brought from San Francisco

to Pearl Harbor on May 7, 1940.

#### Normandy

Region of northwest France and location of the June 6, 1944, Allied invasion of western Europe (operation Overlord).

#### Iwo Jima

Island in the Volcano Islands, 700 miles south of Japan, and site of a major Marine Corps battle against Japanese forces, February 19 - March 26, 1945. The objective was to neutralize Japanese forces on the island that threatened U.S. B-29 raids on Japan from bases in the Marianas Islands. More Medals of Honor were awarded for actions on Iwo Jima than in any other Marine Corps battle.

#### Battle of the Bulge

Last major offensive by the Germans in WWII launched against the Allies in the West through the Ardennes region of Belgium on December 16, 1944. The unattained goal was to reach the port of Antwerp, thereby cutting the Allied armies in two. Also Ardennes Offensive, in German Wacht Am Rhein (Watch on the Rhine)

#### Anzio

Site of an Allied invasion of Italy on January 22, 1944, which was intended to cut off German forces in the lower part of the Italian peninsula.

#### Ardennes

A mountainous region of Belgium. Germany attacked the Allies through this region in May 1940 to begin the war in the West; and again in December 1944 (the Battle of the Bulge).

#### Auschwitz

Nazi death camp in German-occupied Poland. More than 1.5 million Jews were murdered at Auschwitz, the largest of six Nazi extermination centers in Poland, and symbol of the horrors of the Holocaust.

#### Battle of Britain

Name given to the period from July 10 to October 31, 1940, when the German air force (Luftwaffe) attempted to neutralize the British Royal Air Force in preparation for a German invasion of Great Britain. The outnumbered British pilots inflicted enough damage on German planes to convince Hitler to drop his invasion plans.

#### Berlin

Capital of Germany, site of the Reichstag, the Fuhrerbunker, and the last great battle of WWII in Europe

#### Concentration Camps

Prison complexes established by the Nazis for internment and forced labor of enemies of Germany during before and during WWII. These included Jews, Communists, homosexuals, Roma (gypsies), Jehovah's Witnesses, and political enemies. Examples included Dachau,

Bergen-Belsen, Buchenwald, and Mathausen. Concentration camps differed from the death camps, six complexes established in Poland solely for the purpose of exterminating its prisoners. See: Death camps

Dwight Eisenhower

U.S. general and Supreme Allied Commander of all troops in the European Theater during WWII and later President of the United States. He oversaw the invasions of North Africa, Sicily, Italy, and Normandy, as well as the Allied drive into Germany.

Gestapo

German secret police during the Nazi era. The name derives from a contraction of Geheime Staatspolizei: "Secret State Police." Part of the Schutzstaffel (SS). The Gestapo operated without judicial oversight and had the authority to investigate treason, espionage and sabotage cases, and cases of criminal attacks on the Nazi Party and Germany.

Guadalcanal

The first U.S. offensive of World War II which commenced on August 7, 1942, initiated in order to stop the Japanese advance on Australia.

Hitler youth,

Paramilitary youth organization of the Nazi Party from 1922-1945. Established to indoctrinate young Germans into Nazi ideology, including physical fitness, moral superiority and anti-Semitism, some Hitler Youth as young as twelve were serving in combat by the end of the war.

Holocaust

From the Greek "holos" (completely) and "kaustos" (burned sacrificial offering); term used to describe the killing of six million European Jews by the Nazis during WWII; the most infamous attempt at genocide in history. Besides Jews, the Nazis killed millions of other "enemies of the Third Reich," including Communists, homosexuals, Roma (gypsies), Jehovah's Witnesses, those with physical or mental disabilities, etc.

Shoah

Hebrew biblical word meaning destruction, which has become the standard Hebrew term for the Holocaust.

Leningrad

Soviet city that was besieged by the Germans for 900 days between August 1942 and January 1944. More than one million people in the city died, most of them from starvation.

Manhattan project

Code name for the U.S. effort to build an atomic bomb during World War II. At that time it was the most expensive scientific undertaking ever, costing \$2 billion (\$24 billion in 2008 dollars) and employing 130,000 people.

Mariana islands

Island chain in the north-western Pacific that includes Saipan, Guam and Tinian. U.S. forces

recaptured the islands from Japanese military occupation in the summer of 1944, later using them to launch bombing raids on Japan, including the two atomic bomb flights.

#### Battle of Midway

U.S. Naval refueling station and airbase located 1,136 miles west of Hawaii and the target of a major Japanese operation in June 1942 to draw out the American carrier fleet for destruction. Although the Americans were outnumbered, the Japanese lost the bulk of their carrier fleet.

#### Okinawa

Japanese-occupied island halfway between southern Japan and Taiwan and site of the largest amphibious assault of WWII, starting April 1, 1945. The almost two-month long battle cost 12,500 U.S., more than 60,000 Japanese, and between 75,000-140,000 civilian lives.

#### Sudetenland

Western regions of Czechoslovakia with many ethnic Germans that Hitler demanded be incorporated into the Third Reich in 1938.

#### Warsaw Ghetto

The largest of the Jewish ghettos established by the Nazis in Poland. Between 1941 and 1943 the population dropped from 450,000 to 70,000 due to starvation, disease and deportations to concentration camps. An uprising of Jewish resistance fighters held off the German SS for three months in early 1943, before the ghetto was finally destroyed.

#### Yalta Conference

Wartime meeting between the Big Three, February 4-11, 1945 in the Crimean town of Yalta. At the conference the leaders discussed scenarios for partitioning Germany and Stalin pressed for post-war Soviet influence in Eastern Europe.

#### Atomic Bomb

from: [http://en.wikipedia.org/wiki/Atomic\\_bombings\\_of\\_Hiroshima\\_and\\_Nagasaki](http://en.wikipedia.org/wiki/Atomic_bombings_of_Hiroshima_and_Nagasaki)

The atomic bombings of the cities of Hiroshima and Nagasaki in Japan were conducted by the United States during the final stages of World War II in 1945. The two events are the only use of nuclear weapons in war to date.

#### Japanese internment

From: [http://en.wikipedia.org/wiki/Japanese\\_American\\_internment](http://en.wikipedia.org/wiki/Japanese_American_internment)

Japanese American internment was the World War II internment in "War Relocation Camps" of about 110,000 people of Japanese heritage who lived on the Pacific coast of the United States. The U.S. government ordered the internment in 1942, shortly after the Imperial Japan's attack on Pearl Harbor. The internment of Japanese Americans was applied unequally as a geographic matter: all who lived on the West Coast were interned, while in Hawaii, where 150,000-plus Japanese Americans comprised over one-third of the population, only 1,200 to 1,800 were interned. Sixty-two percent of the internees were American citizens.

President Franklin D. Roosevelt authorized the internment with Executive Order 9066, issued February 19, 1942, which allowed local military commanders to designate "military areas" as "exclusion zones," from which "any or all persons may be excluded." This power was used to

declare that all people of Japanese ancestry were excluded from the entire Pacific coast, including all of California and much of Oregon, Washington and Arizona, except for those in internment camps. In 1944, the Supreme Court upheld the constitutionality of the exclusion orders, while noting that the provisions that singled out people of Japanese ancestry were a separate issue outside the scope of the proceedings. The United States Census Bureau assisted the internment efforts by providing confidential neighborhood information on Japanese Americans. The Bureau's role was denied for decades, but was finally proven in 2007.

#### Hiroshima

From: <http://en.wikipedia.org/wiki/Hiroshima>

Hiroshima is the capital of Hiroshima Prefecture, and the largest city in the Chūgoku region of western Honshu, the largest island of Japan. It is best known as the first city in history to be targeted by a nuclear weapon when the United States Army Air Forces (USAAF) dropped an atomic bomb on it at 8:15 a.m. on August 6, 1945, near the end of World War II.

#### Nagasaki

From: <http://en.wikipedia.org/wiki/Nagasaki>

Nagasaki is the capital and the largest city of Nagasaki Prefecture on the island of Kyushu in Japan. Nagasaki was founded by the Portuguese in the second half of the 16th century on the site of a small fishing village, formerly part of Nishisonogi District. It became a center of Portuguese and other European peoples' influence in the 16th through 19th centuries. Part of Nagasaki was home to a major Imperial Japanese Navy base during the First Sino-Japanese War and Russo-Japanese War. Its name means "long cape".

During World War II, the atomic bombings of Hiroshima and Nagasaki made Nagasaki the second and, to date, last city in the world to experience a nuclear attack.

#### Rape of Nanking

from: [http://en.wikipedia.org/wiki/Nanking\\_Massacre](http://en.wikipedia.org/wiki/Nanking_Massacre)

The Nanking Massacre or Nanjing Massacre, also known as the Rape of Nanking, was a mass murder and war rape that occurred during the six-week period following the Japanese capture of the city of Nanking (Nanjing), the former capital of the Republic of China, on December 13, 1937 during the Second Sino-Japanese War. During this period, hundreds of thousands of Chinese civilians and disarmed soldiers were murdered by soldiers of the Imperial Japanese Army. Widespread rape and looting also occurred.

#### second Sino-Japanese wars

from: [http://en.wikipedia.org/wiki/Second\\_Sino-Japanese\\_War](http://en.wikipedia.org/wiki/Second_Sino-Japanese_War)

The Second Sino-Japanese War (July 7, 1937 – September 2, 1945), called so after the First Sino-Japanese War of 1894–95, was a military conflict fought primarily between the Republic of China and the Empire of Japan from 1937 to 1941. China fought Japan with some economic help from Germany, the Soviet Union and the United States. After the Japanese attack on Pearl Harbor in 1941, the war merged into the greater conflict of World War II as a major front of what is broadly known as the Pacific War. The Second Sino-Japanese War was the largest Asian war in the 20th century. It also made up more than 50% of the casualties in the Pacific War if the 1937–1941 period is taken into account.

Israel

From: <http://en.wikipedia.org/wiki/Israel>

Israel officially the State of Israel is a parliamentary democracy in the Middle East, on the south-eastern shore of the Mediterranean Sea. It borders Lebanon in the north, Syria in the northeast, Jordan and the West Bank in the east, Egypt and the Gaza Strip on the southwest, and the Gulf of Aqaba in the Red Sea to the south, and it contains geographically diverse features within its relatively small area. In its Basic Laws Israel defines itself as a Jewish and Democratic State; it is the world's only Jewish-majority state. On 29 November 1947, the United Nations General Assembly recommended the adoption and implementation of the partition plan of Mandatory Palestine. On 14 May 1948, David Ben-Gurion, the Executive Head of the World Zionist Organization and president of the Jewish Agency for Palestine, declared "the establishment of a Jewish state in Eretz Israel, to be known as the State of Israel," a state independent upon the termination of the British Mandate for Palestine, 15 May 1948. Neighboring Arab states invaded the next day in support of the Palestinian Arabs. Israel has since fought several wars with neighboring Arab states, in the course of which it has occupied the West Bank, Sinai Peninsula (between 1967 and 1982), Gaza Strip and the Golan Heights. Portions of these territories, including East Jerusalem, have been annexed by Israel, but the border with the neighboring West Bank has not yet been permanently defined. Israel has signed peace treaties with Egypt and Jordan, but efforts to resolve the Israeli–Palestinian conflict have so far not resulted in peace.

### **Handouts**

*Graphic organizers, Battle names*

### **Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale**

***Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.***

### **Learning Styles**

***Clipboard:*** Clipboards will like this lesson because it is structured and organized.

***Microscope:*** Microscopes will enjoy this lesson because it takes several key aspects that are important to the war and asks them to go in depth and explore them deeper.

***Puppy:*** This lesson caters to puppies because it allows the students to discover their feeling as they revolved around several key aspects that not only changed the war but the world.

***Beach Ball:*** There is a lot of freedom in this lesson with choosing the position that the students want to write about and the direction that they want to take it.

**Rationale:** This lesson allows the students to understand how they felt as the war began and ended and what the world's view of what, not only the war was but its consequences.

**Standard 6 - Assessment.** *The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.*

### **Formative (Assessment for Learning)**

#### **Section I – checking for understanding during instruction**

The checking for understanding will be a corollary for the end of lesson task where they will use a country and write about their views, they will then work with a partner who will read it and then give them a piece of advice about it.

#### **Section II – timely feedback for products (self, peer, teacher)**

The students will have a rubric that they will need to complete during the development of the doc in order to display that they have gained all of the information necessary to do the Google doc as well as work towards the final project at the end of the unit. The rubric may also be a good addition to the students portfolio. The feedback to the student from the assignment will be a teacher done rubric that they will receive after the project.

### **Summative (Assessment of Learning):**

Google docs: Use Google docs to write a short position based papers where the students would read the other students work over the Google docs and attempt to argue the points of the students. The students will be writing a paper on the position of a country in regards to their stance with another country during world war two. They can either write about two countries that are allied together and how they related, they can write about two opposing countries and why they were opposed, or they can write about two countries that were not connected and write about how they would have compared if they had been involved with each other. 80 points

**Rationale:** The students need to grasp these simple understandings in order to develop a well educated opinion on the origins and outcomes of the war.

**Standard 7 - Planning Instruction.** *The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.*

### **Content Knowledge:**

(see Content Notes)

### **MLR or CCSS:**

*Students understand major eras, major enduring themes, and historic influences in the United States and world history including the roots of democratic philosophy, ideals and institutions in the world.*

Maine Learning Results

Content Area: Social Studies

Standard: E. History

Standard: E1 historical knowledge, concepts, themes, and patterns

Grade Level Span: Grade 9-diploma WWII and Post-war United States 1939-1961

Performance Indicators: B,C,D

**Facet:** Interpretation

**Rationale:** All of the multiple intelligence's in this base unit should be able to be accessed through the tailors. Every multiple intelligence should be able to be hit at some point in the lesson through the multiple forms of work and how they are assessed.

**Standard 8 - Instructional Strategies.** *The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.*

**MI Strategies:**

**Verbal:** The give one get one is a writing activity so this will appeal to linguistic students.

**Logic:** Using the computers to access Google docs should apply to the logically minded people.

**Visual:** The maps provide a visual presence to apply to these students.

**Musical:** Music changes greatly from war to war as they relate to the people, looking at the changes in music from war to war would show a great effect on the masses of people.

**Intrapersonal:** The first part of the lesson they will write about a country.

**Interpersonal:** After writing about a country the students will work in teams to give advice about their writing. This lesson also works with the cooperative learning partners.

**Naturalist:** Maps are a large portion of this lesson and they should appeal to these students.

**Type II Technology:**

I will be integrating technology through the use of Google docs. This will not only provide them with a new important tool but it will also provide them with the ability to share their work online with others in a fashion that will allow other people to work on it as well as make comments.

**Rationale:**

All of the multiple intelligence's in this base unit should be able to be accessed through the tailors. Every multiple intelligence should be able to be hit at some point in the lesson through the multiple forms of work and how they are assessed.

### **NETS STANDARDS FOR TEACHERS**

**1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.**

a. Promote, support, and model creative and innovative thinking and inventiveness

b. Engage students in exploring real-world issues and solving authentic problems using digital

tools and resources

- c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
- d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

***Rationale:***

Students will think critically in order to discover their own opinions and ideas about the reasoning of the war and its outcomes. They will work through the problems by recording their ideas in an audio file using real data that they will find and use to prove their ideas.

**2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.**

- a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
- c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
- d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

***Rationale:***

This should facilitate their learning as they should be interested in their community and environment as they can make real life connections to themselves and the people around them. All learning styles are adapted in this lesson as well as multiple outlets for the students to assess themselves or others. The students will be tasked with making connections to themselves and their communities. The Google doc will allow for an easy way for the students to not only show the fact that they have gained the necessary knowledge but they can also do it in the style that works for them.